Section 6

EVALUATION

6.1: HOW TO EVALUATE YOUR COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Evaluation of the New Jersey Model requires your on-going commitment to the process, rather than an end product. The purpose of your evaluation plan is to improve your program. Evaluation enables you to review and revise programs mid-stream, rather than waiting for recommendations from a three-year committee, long after the program's delivery system or student needs have changed.

You can evaluate program effectiveness in two ways:

1) Evaluate the product (student competencies) and what students have achieved

2) Evaluate the process (program evaluation)—what we did to help students achieve

PRODUCT | PROCESS

Traditional program evaluation has been a 'paper' process which does not take into account the interaction of process and product outcomes. Your programs should exist only to the extent that you address and contribute to district student competencies. This Model emphasizes the interdependence of process and product evaluation in an ongoing evaluation plan.

Before beginning your program, it is important to develop your district evaluation plan, which measures the extent to which students have mastered competencies and if your program accomplishes what it says it will.

The sections which follow provide samples of instruments which can be adapted for your use. Additional samples will be provided by the New Jersey Model.

6.2: PROGRAM EVALUATION

PRODUCT | PROCESS

First, design your **product outcome questions**, i.e.:

- *To what extent have students achieved competency standards?*

- *What aspects of your program have been effective in helping students achieve the competency standards?*

- *What aspects of the program have been ineffective and require revision to help students achieve the competency standards?*

- *Were parents satisfied with student achievement?*

You can measure student achievement with standardized instruments, such as student questionnaires, checklists, district developed instruments, and classroom testing.

Sample questions to measure student achievement are:

To learn how to make friends, I would rate this activity as:

_____very helpful _____somewhat helpful _____of little help _____not helpful

I learned some ways to make friends: _____yes _____no

Three things I learned about making friends are:

_____

I learned to make friends from this activity:

YES   NO   MAYBE

To evaluate the applications of these student competencies may require assessments beyond the cognitive-information based outcomes. Opportunities for students to demonstrate application of competencies may require situational evaluation, including role-playing, simulations, journal entries, observations (video or live), projects or demonstrations. Creative evaluation methods include:

- Role-playing cards or situations
- Brainstorming ideas
- Videotaped sample
- Thinking/Feeling/Doing Game
- Teacher checklist for pro-social behaviors

For long-range evaluation, you may use longitudinal studies, pre- and post-testing, follow-up questionnaires, or other feedback over the course of time. Sample questions can be repeated at developmental points:

For me, making friends is:

easy_____ okay_____ hard_____ very hard_____ impossible_____

I can plan my study time effectively:

easily_____ sometimes_____ occasionally_____ not at all_____

6.3: PROCESS EVALUATION

PRODUCT | PROCESS

Process outcome questions are:

- *To what extent was your program implemented this year?*

- *Were the timelines in your master calendar realistic?*

- *Were your resources adequate to meet program goals?*

- *Were parents and teachers satisfied with the program?*

The comprehensive program is too large to allow for an annual evaluation of all its aspects. Your energies are better spent in on-going monitoring of the operation. Annually you can conduct a detailed evaluation of specific parts of the program, building a comprehensive program review over three years.

YES   NO

Sample questions and procedures for the comprehensive evaluation include:

Does your mission statement reflect the needs and expectations of your district?
1. Review mission statement and results of needs assessment
2. Solicit feedback regarding mission statement and program alignment from staff, students, and parents;
3. Utilize NCG Career Guidance and Counseling Review form

Are your resources appropriate for the program?
1. Review checklist in 3.2 Resources Needed
2. Receive periodic rating form* form staff, students, and parents
   *See Mississippi Resources & Process Checklist NOICC Local Handbook, Appendix B

Did the School Counseling Program receive adequate administrative support?
1. Checklist for Administrative Support completed by staff and administration in 3.2 Human Resources

_____ _____ *Were the activities effective in assisting students to achieve competencies?*
1. ASCA School Counseling Self-Audit form
2. Missouri Activities Report form

_____ _____ *Were School Counselors able to allocate at least 85% of their time in program components?*
1. Completion of a Time Task Analysis in section appendix
2. Oklahoma Student Assessment of Guidance Program
3. Wisconsin Student Assessment of Guidance Program

_____ _____ *Are the district student competencies still appropriate for all students?*
1. Compare initial Needs Assessment with current Needs Assessment, parent survey, student feedback
2. Time Task Analysis
3. Wisconsin Parent Assessment of Guidance Program
4. NOICC Individual Career Plan Form

6.4: EVALUATING THE NEW JERSEY MODEL: PUTTING COUNSELING THEORY INTO PRACTICE

The New Jersey Model is both a process and a product; as a product, it is a working document. It is also an ongoing process that will be evaluated and adjusted to help school counselors meet the needs of New Jersey's students as we approach the twenty-first century.

Evaluation and feedback from pilot districts will help refine the New Jersey Model. The changing role of the school counselor is particularly important. The effective use of counseling strategies and of counselors' time must be evaluated and closely monitored to assure student needs are being met. Myrich's (1987) Model of weekly counseling interventions may be used as a yardstick to evaluate whether counselors are able to use their skills and expertise in school counseling focused activities 100% of the time.

A successful school counseling program provides a framework to allow counselors to emphasize direct services to students 80% of the time, and indirect services to enable others to help students about 20% of the time. There is no time allotted or sanctions permitting non-guidance activities.

Time management evaluated by such models as time and task analysis, weekly scheduling plans (Myrich, 1987), and the yearly master calendar assures that counselors can deliver services that are essential to the comprehensive school counseling program, and that students' needs are met.

Counselor Interventions

(Weekly Scheduling Plan)

Counselor Intervention	General Caseload	Weekly Time Commitment
(Direct Services)		(Hours)
INDIVIDUAL COUNSELING	4-6 "cases," including high priority or target students meeting no less than twice a week during one grading period.	2-6
SMALL GROUP COUNSELING	4-5 "groups," preferably meeting twice a week for 6-12 structured learning sessions in 3-6 weeks.	4-10
LARGE GROUP CLASSROOM GUIDANCE	2-3 "large groups," usually meeting once, but sometimes twice a week.	2-3
(Indirect Services)		
PEER FACILITATOR PROGRAMS AND PROJECTS	Trainer/Coordinator of PF program and/or projects (class, club, etc.)	1-5
CONSULTATION	(Group)—Teacher or parent group meetings (30 minute seminars or conferences)	Variable
	(Individual)—Teachers or parents (about 30 minutes or less)	1-2
COORDINATION OF GUIDANCE SERVICES	Other guidance related duties (e.g., orientation, testing, career information, educational placement)	Variable

TOTAL = 10-26 HOURS

Reprinted from *Developmental Guidance Counseling* with permission.

PROGRAM EVALUATION SUMMARY

COMPONENT: COUNSELING

	Needs Improvement	Satisfactory	Enhanced
1. Student feedback			
2. Parent feedback			
3. Administrative feedback			
4. Counselor feedback			
5. Teacher/staff feedback			
6. Community/business feedback			

Items of Major Strength:	

Areas in Need of Strengthening:	

Plans to Improve:	1. Immediate goals	
	2. Long-range goals	
	3. Unattainable goals	

SCHOOL COUNSELING PROGRAM EVALUATION

COMPONENT: CONSULTATION

	Needs Improvement	Satisfactory	Enhanced
1. All students are systematically helped to take increasing responsibility to plan and monitor their education and development.			
2. The counselors' training, skill, and knowledge are effectively used to assist students to achieve their highest personal-social, educational, and career goals.			
3. Parent education and outreach activities help parents assist their children to achieve competencies.			
4. Consultation with teachers enhances their effectiveness with students to achieve necessary academic and counseling competencies.			
5. All students are assisted in making successful transitions to the next level, grade, school, and life role.			
6. Materials and information are accurate, current and appropriate to help students develop and reevaluate their plans.			
7. Students are assisted with effective assessment, interpretation, and understanding of their abilities, interests, achievements, and aptitudes.			
8. Consultation activities and advisement are implemented by the most effective delivery resource: counselor, teacher-advisor, classroom teacher, peer leader, computer assisted program, group, mentor.			
9. Administrative support, facilities and equipment are sufficient to deliver the consultation component.			
10. All students maintain their individual portfolio to monitor progress toward goals.			
Total checks			
Total percentage			
Totals			

PROGRAM EVALUATION SUMMARY

COMPONENT: CONSULTATION

	Needs Improvement	Satisfactory	Enhanced
1. Student feedback			
2. Parent feedback			
3. Administrative feedback			
4. Counselor feedback			
5. Teacher/staff feedback			
6. Community/business feedback			

Items of Major Strength:	
Areas in Need of Strengthening:	

Plans to Improve:	1. Immediate goals	
	2. Long-range goals	
	3. Unattainable goals	

SCHOOL COUNSELING PROGRAM EVALUATION

COMPONENT: CURRICULUM

	Needs Improvement	Satisfactory	Enhanced
1. All students progress through sequenced activities to develop knowledge and skills necessary to optimize personal-social, educational, and career development.			
2. Competencies and their related activities are appropriate to the students' developmental level.			
3. All students monitor their progress regularly in the individual portfolio.			
4. The counseling curriculum is delivered through the most appropriate classroom or group activities.			
5. Classroom teachers infuse the counseling curriculum in relevant subjects.			
6. Facilities and materials adequately support the counseling curriculum.			
7. Progress toward achievement of competencies is assessed systematically.			
8. The effectiveness of the counseling curriculum to meet student needs is evaluated annually.			
Total checks			
Total percentage			
Totals			

PROGRAM EVALUATION SUMMARY

COMPONENT: CURRICULUM

	Needs Improvement	Satisfactory	Enhanced
1. Student feedback			
2. Parent feedback			
3. Administrative feedback			
4. Counselor feedback			
5. Teacher/staff feedback			
6. Community/business feedback			

Items of Major Strength:	
Areas in Need of Strengthening:	
Plans to Improve: 1. Immediate goals	
2. Long-range goals	
3. Unattainable goals	

SCHOOL COUNSELING PROGRAM EVALUATION

COMPONENT: ENHANCEMENT

	Needs Improvement	Satisfactory	Enhanced
1. The enhancement component improves the effectiveness of the school counseling program.			
2. Administrative procedures assure the appropriate use of counselors' professional training and skills.			
3. Counselors are provided with professional growth opportunities to achieve knowledge and skills required to address assessed student needs.			
4. Program management activities are coordinated by counselors and delivered by the most appropriate professional and support staff.			
5. Short and long term planning, evaluation, and program improvement are built into the master calendar.			
6. Counselors, teachers, and staff are provided time and access to students to implement effective school counseling program activities.			
7. Ongoing awareness activities assure that students, staff, parents, administrators, and Board members understand the school counseling program.			
8. Counselors are actively involved in activities to enhance the effectiveness of the school environment.			
9. Counselors are involved totally in school counseling activities.			
Total checks			
Total percentage			
Totals			

PROGRAM EVALUATION SUMMARY

COMPONENT: ENHANCEMENT

	Needs Improvement	Satisfactory	Enhanced
1. Student feedback			
2. Parent feedback			
3. Administrative feedback			
4. Counselor feedback			
5. Teacher/staff feedback			
6. Community/business feedback			

Items of Major Strength:	

Areas in Need of Strengthening:	

Plans to Improve:	1. Immediate goals	
	2. Long-range goals	
	3. Unattainable goals	

77